

Schwartz

VOLUME X

JANUARY, 1925

NUMBER 1

# Modern Language Bulletin

## CONTENTS

	Page
COME, LET US LABOR TOGETHER!—G. W. H. S. - - -	7
THE INTERNATIONAL LANGUAGE PROBLEM— A. L. Guerard - - - - -	8
SCIENTIFIC GERMAN—William Diamond - - - - -	10
OBSERVATIONS ON LANGUAGE STUDY ABROAD— Olaf Halvorsen - - - - -	13
SPANISH EXPLORATORY UNITS - - - - -	15
ASSOCIATION ACTIVITIES: Institute Meetings; French, German and Spanish Sections Concerning Affiliated Groups in the National Federation	22 25
FIELD NOTES: Local Items - - - - - A Tourney of Tongues; The Linguistic Society - - - "La Prensa" Contest - - - - -	26 27 28
BOOK COMMENTARY: Brief Reviews; Books Received - - - - -	30

PUBLISHED BY THE

Modern Language Association of  
Southern California

1240 SOUTH MAIN STREET, LOS ANGELES

Per Year, \$1.00

Single Copy, 35 Cents

## LA DAME AUX CAMELIAS DRAME EN CINQ ACTES

By Alexander Dumas Fils

Edited with an introduction and notes by Hugh Allison Smith, Professor of Romance Languages, University of Wisconsin, and Robert Bell Michell, Assistant Professor of Romance Languages, University of Wisconsin.

A new addition to the Oxford French Series by American Scholars, Professor Raymond Weeks, General Editor. This is Dumas Fils' first play, and it is in some respects an epoch-making play. Dumas' dramatic art is exceptional and his plays are among the best constructed of the modern stage. The theme of the *Dame aux Camelias* is the poetization or redemption through love of the courtesane.

## TROIS SEMAINES EN FRANCE

By L. Chouville and D. L. Savory

With Questions and exercises by F. M. S. Batchelor. Reissue, 1924, with a Phonetic Transcript. Crown 8vo. (7½x5), pp. 154, with a map and 13 illustrations, French-English Vocabulary, and alphabetical list of the chief irregular verbs (pp. 26). \$1.20. Without the Phonetic Transcript, \$1.00.

A reissue of a very popular text book for beginning French Classes in secondary schools.

## LOUIS DESNOYERS LES ADVENTURES DE ROBERT—ROBERT

EDITED BY A. TRUAN

A new addition to the popular Oxford Junior French series. Previously published:

**Adoux:** *Marie-Claire à Villevielle.* Edited A. G. Philip, M. A. 50c.

**Bazin:** *Six Contes.* Edited by G. H. Clarke. 50c.

**Bazin:** *Récits du Temps de la Guerre.* Adapted and edited by A. Truan. Edition autorisée (Calmann-Lévy, éditeurs). 50c.

**Colomb (Madame):** *La Fille de Carilès.* Edited by C. R. Ash.

**Déroulède:** *Feuilles de Route.* Edited by R. H. Pardoe. 50c.

**Dumas:** *Adventures du Capitaine Pamphile.* Edited by R. A. Raven.

**Dumas:** *La Chasse au Chastre.* Edited by G. H. Wade.

**Erckmann-Chatrian:** *Madame Thérèse.* Edited by S. Tindall.

**Galland:** *L'Histoire des Deux Frères du Barbier, etc.* Edited by F. W. M. Draper.

**Hugo:** *Gavroche.* From *Les Misérables.* Edited by M. Ceppl.

**Hugo:** *Cosette.* From *Les Misérables.* Edited by M. Ceppl.

**Fautras:** *L'Odyssée d'un Artilleur.* Edited by L. von Glehn. 50c.

**Poèmes à lire et à dire, 1820-1870,** suivis d'extraits autobiographiques des poètes. Edited by H. L. Hutton. 50c.

**André Lichtenberger:** *Huit Episodes choisis, extraits de Mon Petit Trott.* Edited with Questionnaire, Exercises, Notes and Vocabulary by Georges Roth. 50c.

**Maupassant:** *Contes de Guerre, 1870.* Edited by J. G. Anderson. 50c.

**Méry:** *Deux Contes.* Edited by T. R. N. Crofts.

**Noussanne:** *Le Château des Merveilles.* Edited by R. J. E. Bué.

**Perrault:** *Quatre Contes.* Edited by A. Wilson-Green.

**Porchat:** *Le Berger et le Procrit.* Edited by A. Truan.

**Ségur:** *Innocent au Collège.* Edited by R. W. Hallows.

**Soulié:** *Napoléon, etc.* Edited by H. L. Hutton.



Oxford University Press

American Branch

35 West 32d Street



New York City

Mention MODERN LANGUAGE BULLETIN when answering advertisements

348562







# \$3500.00

## *In 90 Prizes*

**For Teachers and Students of Spanish**

LA PRENSA of New York, with the cooperation of THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH, will conduct the plan of distribution.

If you are teaching or studying Spanish, WRITE US about the activities in your school and at the same time FIND OUT what others are doing.

*Keep in touch with us while  
the contest is on.*

We have arranged to publish in our "Notas Escolares" news concerning each of the five different groups of contestants as follows:

Mon. and Th. Group I—Students in secondary schools (public and private).

Tues. and Fr. Group II—Students in Colleges.

Wed. and Sat. Groups III, IV, V—Students in Colleges and Universities seeking an A. M. degree in Romance languages—Candidates for the degree of Ph. D. in Romance languages, and Teachers of Spanish in secondary schools.

You can subscribe to LA PRENSA, Series G, (twice a week) for ONE DOLLAR until the end of May.

*Ask us how.*

Address your communications to

**EDITOR DE "EL ECO DE LAS AULAS"**

**LA PRENSA**

**245 Canal Street**

**New York, N. Y.**

Mention MODERN LANGUAGE BULLETIN when answering advertisements

## MERRILL'S FRENCH SERIES

A new series which reflects the improvements and changes of method in progressive language teaching.

---

### *BASAL TEXTS*

**A First French Book for Junior High Schools**

**A Second French Book**

**A Complete French Course**

These texts meet the needs of American pupils through their simple and effective methods—a modified direct system, inductive order, short lessons, and emphasis on the spoken language.

### *A NEW FRENCH READER*

#### **Pas á Pas**

A collection of 25 easy stories which are unique in their suitability to first year work.

### *FRENCH CLASSICS*

Two That Are New to American Schools

#### **La Pari D'un Lycéen**

A typically French story for boys and girls.

#### **Un Jeune Légionnaire**

A true narrative of modern France.

### **RECENT EDITIONS OF OLD FAVORITES**

**Sans Famille**

**L'Abbé Constantin**

**Colomba**

**La Poudre Aux Yeux**

**Le Voyage De Monsieur Perrichon**

By reason of the fact that these classics have all been recently edited, it has been possible to depart from orthodox methods of editing and to include new features which add to the teachableness and attractiveness of the books.

---

## **CHARLES E. MERRILL COMPANY**

**New York**

**Atlanta**

**Chicago**

---

Mention MODERN LANGUAGE BULLETIN when answering advertisements

## ***A Course in Spanish Composition***

By FREDERICK W. WHITMAN,  
Assistant Professor of Romance Languages, Williams College, and

FRANCISCO AGUILERA  
Instructor in Spanish, Yale University

A complete course in Spanish Composition, combining the practical with the cultural, to be used when students have mastered the elements of Spanish grammar. It offers an interesting and unique introduction to the history, civilization, customs, culture, and literature of Spain and Latin America. Full vocabularies.

"I find it an excellent book and quite suited to our purposes. We expect to use it in our third year classes."—Prof. G. T. Wilkinson, Ohio University.

"It is very pleasing to me. I should like to use it in my second and third year classes. The material is valuable and fills a long-felt need."—B. G. Romero, Central H. S., Washington, D. C.

"I find it thoroughly instructive, not only in a compositional way, but also in its wide selection of topics from an extensive group of Spanish writers."—Miss Caroline L. Gruhler, Frankford H. S., Philadelphia, Pa.

**LONGMANS, GREEN & CO.**

NEW YORK

CHICAGO

BOSTON

## ***A Short History of French Literature***

*(Written in English)*

By Maxwell A. Smith, Docteur de L'Université de Paris, Professor of French in the University of Chattanooga.

**390 pp.**

**\$2.00 List.**

Covers the field completely from the middle ages to the post-war literature. The Nineteenth century is given a large proportion of space. Literary movements are presented in a clear and orderly fashion, and writers are grouped by *genres*. Indispensable for high school libraries.

---

***Henry Holt and Company***

**149 New Montgomery Street**

**San Francisco**

Mention MODERN LANGUAGE BULLETIN when answering advertisements

## Officers and Executive Committee of the Modern Language Association of Southern California

GEORGE W. H. SHIELD	<i>President</i>	Modern Language Office, Los Angeles City Schools
C. D. CHAMBERLIN	<i>Vice-President</i>	Junior High School, Santa Ana
CATHARINE STEWART	<i>Secretary</i>	Manual Arts High School, Los Angeles
SAMUEL L. BLACKER	<i>Treasurer</i>	Belmont High School, Los Angeles
LELLA WATSON	<i>Members-at-Large</i>	Junior College, Santa Ana
ALICE LAMB		Polytechnic High School, Long Beach
LAWRENCE RIDDLE		University of Southern California
B. C. BENNER	<i>President, 1924</i>	Lincoln High School, Los Angeles
LOUISE NEVRAUMONT	<i>Chairman, French Section</i>	Manual Arts High School, Los Angeles
C. H. CAVE	<i>Chairman, German Section</i>	High School, Pasadena
MARO B. JONES	<i>Chairman, Spanish Section</i>	Pomona College

### Publication Board, the above and

#### MANAGING EDITOR

GEORGE W. H. SHIELD - - - Room 309-A, 1240 South Main Street, Los Angeles

Regular membership dues (calendar year), including BULLETIN.....	\$1.50
Associate membership (open to non modern language teachers) and to modern language teachers more than 35 miles from Los Angeles (including BULLETIN)	1.00
MODERN LANGUAGE JOURNAL (October to May), special rate to members of M. L. A. S. C. ....	1.75
HISPANIA (calendar year) .....	2.00
Membership and subscription dues payable to the Treasurer, Samuel L. Blacker, Suite 309-A, 1240 South Main Street, Los Angeles.	

## TWO NEW BOOKS

### SEGUNDAS LECCIONES DE ESPANOL.

Miss Marcial's new book, is a reader, grammar and exercise book made to follow "Primeras Lecciones," but may be used independently since the vocabularies and treatment of grammar are complete.

### POESIES CHOISIES POUR LA JEUNESSE

Selected and edited with notes and vocabulary by Frederick Hay Osgood, Head Modern Languages Department, Milton Academy, Milton, Mass.

A Reader of Easy French Verse to Supplement the Elementary Course.

Just Another Treasure for Teachers of French.  
Write us if you are interested in seeing either of these books.



45 Second Street - - - San Francisco

Mention MODERN LANGUAGE BULLETIN when answering advertisements

# MODERN LANGUAGE BULLETIN

Volume X

JANUARY, 1925

Number 1

## COME, LET US LABOR TOGETHER!

A year of promise opens before us. The next twelvemonth will probably be the most auspiciously helpful the Association will have to record; if its members seize the opportunity presented to help themselves by helping others. The chance of a generation is offered every modern language teacher to become an active worker in the nation-wide survey now under way by THE MODERN FOREIGN LANGUAGE STUDY. Two active members of our Association have been drafted to participate in the national councils of the Study; a very signal recognition, considering the size of our organization. Relying on the well-known support of their constituency these representatives look for the whole-hearted co-operation of the individual members as progressive teachers to carry out most effectively whatever task may be allotted. Here is a challenge to the best constructive thought in each one of us to do our share toward the solution of a keenly realized educational problem,—the most effectual functioning of teaching and learning modern foreign languages in our schools and colleges. It should indeed be a privilege and a valued experience for any teacher whose special aptitudes may be enlisted, to assist unreservedly. Altho it is part of the commission of the undersigned to discover and solicit the best available co-workers throughout the state, the call for *volunteers* is insistent, and he hopes it will be heeded forthwith.

While the officials in charge of the various administrative units in the educational centers concerned have been apprised of the work of the survey, the teachers themselves will have to be responsible for the actual carrying on of the investigations proposed; but without enlightened teamwork the purpose of the Study's splendid program will be defeated. The undertaking is too costly in time, in human energy, as well as in money, to be taken lightly. It is only with the assurance of your help as the summons comes to you that we have assumed the charge imposed, and in the measure of your response shall we be inspired to carry it through. Whatever success may attend our efforts in the State of California as a whole, will be sadly depreciated if indifference is shown in our own home territory—Southern California!

Let not the resolutions passed at our December meeting, and printed elsewhere (page 22) in this issue of the BULLETIN, be idle rhetoric; but rather the living faith and program of action, worthy of the community voice that uttered them!

The following constitute the Regional Committee for California: Miss Frances Murray, Oakland High School; Professor Guy B. Colburn, Fresno Teachers' College; Professor Clarence Paschall, University of California; Miss Lella Watson, Santa Ana Junior College; C. Scott Williams, Hollywood High School; George W. H. Shield, Chairman, 1240 South Main Street, Los Angeles.

Numerous auxiliary committees with special assignments are still open.

Prospective assistants will aid measurably by communicating promptly with any of the committee members here listed.

THE PRESIDENT.



## THE INTERNATIONAL LANGUAGE PROBLEM, FROM THE VIEWPOINT OF A MODERN LANGUAGE TEACHER\*

ALBERT L. GUERARD,

*University of California, Southern Branch*

The international language problem began thousands of years ago, in the plain of Shinar. The Babel story, whether we take it as historical truth or as a symbol, implies that, in the mind of the sacred writer, the confusion of tongues was a curse. How grievous a curse, this hemisphere can hardly realize, for in the Western world four languages alone hold sway. If we add that the domain of French in Canada and the West Indies is limited, and that Portuguese and Castilian are two dialects of the same speech, the linguistic map of America is further simplified. The complexity of the European situation is bewildering. A circle of two hundred miles with any Western European capital except Rome as its center will include at least four different languages; tiny Switzerland is tetraglot; and in the region of Salonica, formerly a Turkish, now a Greek city, Serbs and Bulgars fight out their grammatical differences with knives, rifles and shells; Kutzo-Wlachs (Rumanians) and Albanians are not rare, whilst the commercial elements speak a Spanish Yiddish, and the language of culture is French. There is an increasing amount of international business to be transacted, and whenever people of different nationalities come together, the language problem arises. The fact that when Marshal Joffre and President Wilson met, they could not speak directly to each other, is a sufficient symbol of the pressing need.

One cannot dwell at this time upon the unsuitability of any national language for international purposes,—be that language French or English. The final argument is that in a democracy of nations, any bid for supremacy will be resented and resisted. The very might of the English-speaking peoples will be an insuperable obstacle to the official adoption of English. It would reduce French, German, Spanish, Italian, Russian, to a subordinate position. This will never be willingly accepted by countries proud of their achievements; and we cannot force it upon them, even if we should desire to do so.

So we must have a neutral language. Latin is neutral enough; but in its classical form, it is too difficult for practical purposes; simplified, it would become—it has become—an artificial language (*Interlingua*), like Volapuk, Esperanto, Ido. An artificial language adds to the decisive advantage of neutrality the advantages, not to be despised, of extreme simplicity and perfect regularity.

Now the first reaction of the professional language man against an artificial language is unfavorable. The professional in all lines is generally a conservative; he does not want to disturb or change what he has acquired at such cost. Reforms originate with outsiders—in law, politics, theology, and language. But this attitude is changing, and people interested in the international language problem are no longer cranks or amateurs. Great philologists have expressed their sympathy: Max Müller, a pioneer; Nietzsche, who in minor matters was sane; Gilbert Murray, the great Oxford Hellenist; Otto Jespersen, the best authority on English; A. Meil-

\*A summary of an address delivered before the regular fall meeting of the Modern Language Association of Southern California, at Pomona College, Claremont, October 29th, 1924.



let, the foremost French student of general linguistics. In this country, the President of the International Language Society is Dr. Earle Babcock, Professor of French and Dean of the Graduate School in New York University.

We might fear that an Esperanto would ruin our own trade. Horse dealers don't like automobiles, which likewise are "artificial." But such fears are idle. Esperanto might decrease temporarily the number of students who want a hasty "practical" knowledge of a language ("French at a Glance," or—a glance at French); but it will not interfere with the serious student, who seeks in a foreign language an instrument of culture. Esperanto will be an additional, and a very convenient, tool for those who already know other languages; especially, it will reach strata which we do not dream of touching.

Our chief objection is that we have been taught that languages "just grewed" and could not be made to order. It is the chief service of Esperanto to philology that it has compelled us to reconsider and qualify that position. The best "artificial" languages are really very natural, both in vocabulary and syntax; they might be called "standardized" or "simplified" rather than artificial. They stand in the same relation to "natural" languages as a code of laws stands to customs, a written constitution to a purely traditional one, a city which has been planned by a competent "urbanist" to one which has grown haphazard. On the other hand, all the great "natural" languages are to a large extent artificial. Their evolution has been checked by grammars and dictionaries; the tendency toward simplification, which would soon make all verbs regular, has been arrested (although it is still going on at a slower rate). Take at random a page in a standard dictionary; you will find that the words which arose unconsciously are a minority. The bulk of our vocabulary is composed of words which were deliberately created, by a process of analogy or composition, or borrowed from other languages. Even the phonetic laws which govern the spontaneous formation of words cease to apply to words of scientific formation. In this as in all other domains, conscious, purposive evolution is taking the place of unreasoning traditionalism. Our ideal at present is to steer instead of drifting.

---

The speaker instanced a few linguistic experiments performed by means of artificial languages: 1. Double translation: a difficult German text was translated into several languages, including Esperanto; these versions were re-translated, by other scholars, into German; Esperanto showed as great precision as the best "natural" language. 2. In English schools, certain students studied Esperanto for six months before taking up French; others took French directly; the class that had started with Esperanto easily caught up with the other. 3. In an American College for Women, two small groups studied, the one Esperanto, the other Danish, for the same length of time, it proved that a much better mastery of the artificial tongue could be acquired than of a typical national language. 4. An English Esperantist taught his children Esperanto first by the natural method; the children were perfectly at home in it. 5. A French-Swiss writer composed a novel originally thought out in Esperanto, and afterwards translated it into French; a very interesting comparison of the two versions has been made.

An elaboration of certain aspects of this whole subject may be found among the author's recent publications: "A Short History of the International Language Movement," Boni and Liveright, 1922 (of which there are copies in the Los Angeles Public Library); "The Battle Line of Languages in Western Europe," National Geographic Magazine, February, 1923; "International Languages," The American Mercury, June, 1924.—The Editor.

## SCIENTIFIC GERMAN

(An address given before the German Section of the Modern Language Association of Southern California, December 18, 1924.)

Among men that matter in the academic world there is unanimity on this point, that there are only three civilizations of absolutely first rank in the modern world, the English, the Romance, and the German; and that no man ignorant of one of them can be a cultured person. The individual that would shut off our students from serious contact with the German mind does not hurt Germany or the German mind, but does grievously hurt the American youth. To confine attention to publications issued outside Germany is, from the scholarly point of view, as unjustifiable as to confine attention to publications issued on the Pacific Coast to the exclusion of those issued on the Atlantic Coast. In all historical, literary and philosophical disciplines covering any period since the Renaissance, German is an indispensable part of the subject matter. The natural sciences depend even more for their highest development upon the unimpeded intercommunication between scientists of all nations. One of the most inspiring and humanizing aspects of modern science is the free-masonry that binds its great representatives among all nations into a noble fellowship of truth. To the scientists, German is still the most important foreign language, for Germany is still the well-spring of scientific thought, and is likely to remain so for many years to come. It is absurd to think that a scholar engaged in serious research in any branch of science, or history, or philosophy, or literature, will not profit from reading what is being done and achieved in the laboratories and the seminars of Germany. In fact, a man who is unable to do so is certain to be a half-baked scholar and thus unworthy of his profession.

During and immediately after the war hysteria, American *scientists* were the first to demand that the study of German should be continued, or re-instated in our high schools, colleges, and universities. And, as it was generally considered unpatriotic to study German, courses in "Scientific German" were substituted. It was a pretense, so to speak, to hold out that one could learn scientific German without having to learn the vernacular of the Germans.

But the truth is, there is no such thing as scientific German. It is impossible to teach students to read and understand Scientific German before they can read and understand simple every-day German. Imagine a foreigner trying to learn scientific English before learning English!

The German language permits the compounding of words almost without restriction, and scientific German is especially rich in compounds. But these are nearly always made up of short, simple root-stems which are commonly used in every-day German. They are much more self-explanatory than the corresponding English terms, which are mostly of Greek or Latin derivation. Thus for example, the English-Greek term "oxygen" is simplified in German to *Sauerstoff*, "hydrogen" to *Wasserstoff*, "nitrogen" to *Stickstoff*, "telescope" to *Fernrohr*,—literally translating the Greek terms. Accordingly, the student who takes two years of regular German is much better able to master scientific German than he would be, if he had taken two years of so-called scientific German. A knowledge of simple German and of the essentials of German grammar is an absolute prerequisite to the reading of scientific German as well as of any other German.

Moreover, Scientific German courses are unsatisfactory because it is

not likely that even the best instructor in German will be thoroughly familiar with the vocabularies of five or six different sciences. Besides, all but one of the scientific vocabularies the student is obliged to study in a Scientific German course will be of no use to him, and in almost every case he will have to acquire for himself most of the technical and scientific terms in his special field of science.

The question then arises, why teach Scientific German? The answer is, partly because till recently there was a strong prejudice against the study of German, and students as well as school authorities gladly shielded themselves behind the screen of Scientific German. Moreover, Scientific German is being taught everywhere till it has become almost traditional. Then again, scientific courses are favored by some instructors of German, especially by those who believe in the translation method, for Scientific German lends itself perhaps more to the translation method of teaching than the regular courses.

But, after trying the course two years at the Southern Branch of the University of California, we have become more and more convinced that it is a failure, and that the only way to learn to read and understand Scientific German is to learn to read and understand every-day German. We have discussed the matter with officers of the administration and chairmen of the various science departments of the University, and there is a general agreement that we ought not to distinguish between German and Scientific German, and that the best preparation for reading scientific publications is the regular course in German. Professor Bennett Mills Allen, Pre-medical Adviser and Professor of Zoology, answers my inquiry as follows:

"I am in hearty agreement with your views that students should read the German classics and analyze and discuss them in class. In other words, our scientific students should have the same kind of training in the second year as other students. . . . They should be encouraged to use scientific articles for outside reading. . . . The technical vocabulary can only be learned through constant use, and by students who are thoroughly familiar with the special science involved. The terms cannot be properly understood by even the most broadly trained German teacher. . . . I therefore heartily approve of your suggestion that scientific students shall take their class work in the splendid literary works of the German language. I shall never forget the inspiration and the pleasure I received myself from such study. I feel that work of this kind is essential to give a student a knowledge of the fundamentals of the language."

The following is from a statement by Dr. W. C. Morgan, Professor and Chairman of the Department of Chemistry, University of California, Southern Branch:

"The ability to read German depends on a knowledge of word forms and grammar, together with a knowledge of the vocabulary used. These things are better acquired in regular German courses than in courses in Scientific German, so far as my observation goes. Each science must have a definite vocabulary of its own. To read scientific articles in any foreign language, one must learn the vocabulary of the science he wishes to read. This accomplishment does not help greatly in reading in other fields having a different vocabulary. Practice in reading astronomy or biology will not make chemistry or electricity more easy. Reading of this kind does not appear to increase one's knowledge of constructions or ability to read the newspapers or general literature. Were it possible to organize a separate

section for each science, courses in scientific German might be worth while. To spend one-fifth of the time in each of the five most important fields of science means that the student is devoting the most attention to memorizing five vocabularies, four of which he will not need and will soon forget.

"Each student should become familiar with one vocabulary of science in addition to the vocabulary of every-day life, the latter being far more important. One able to read a foreign language correctly may read any scientific article by learning the proper vocabulary. One unable to read a foreign language correctly will never read any scientific article, even if he knows the vocabulary of a dozen sciences.

"Theoretically, the regular courses in German seem preferable. Practically, better results are obtained from them than from courses in Scientific German. Further, an admirable teacher of German may know little science. His students often correct his science and make little of his corrections of their German. From any angle, the regular courses seem preferable."

Finally, I quote the opinion of Charles H. Rieber, Dean of the College of Letters and Science, Professor and Chairman of the Department of Philosophy, University of California, Southern Branch:

"The Administrative Board feels as you do that it would be unwise to continue the course in Scientific German. . . . We are all quite in agreement with you that no distinction should be made between "German" and "Scientific German." Personally, I wish to say that so far as your Department is concerned, the very best preparation for the reading of scientific publications is the regular course in standard German. And is it not true that the scientific vocabulary is more nearly self-explanatory in German than in any other language?"

Accordingly, we have decided to offer no courses in Scientific German at the Southern Branch of the University of Southern California after this year. But our scientific students will be encouraged to choose as supplementary reading in German C and D, scientific articles in their own field rather than stories or plays which our regular students are required to read outside of class. Otherwise they will take the regular German courses. We feel convinced that the scientific student who knows his regular German will find little or no difficulty in reading German publications in his own particular field, and that by taking the regular German course he will not only learn more German, but he will also become acquainted with some of the great masterpieces of German thought. And just as the literary man, the historian or the philosopher needs a certain amount of science in order to keep his balance, so also the scientist cannot well divest himself of humanistic culture. The greatest scientists have as a rule also been men of wide culture. The broadening of that human sympathy which is the deepest root of all knowledge and wisdom, is as essential to the scientist as it is to the literary man, the historian, or the philosopher. The scientist who is able to use his knowledge of German for scientific purposes will also derive pleasure and inspiration and enlargement from other manifestations of German thought and achievements, be they in the field of music, in the field of philosophy, or in the field of literature.

WILLIAM DIAMOND.

*University of California, Southern Branch, Los Angeles.*



**OBSERVATIONS ON FOREIGN LANGUAGE STUDY ABROAD**

During my sojourn I noticed in the dailies that the University of London was giving a summer school course, and I decided to visit some of the classes in the foreign language department. So, early one morning in August I walked down Gower St. till I came to the magnificent old buildings in which London University is housed. Upon inquiry I found the Summer School, and was introduced to one of the leading lecturers on phonetics, Dr. Stephens, who received me very cordially; he said, however, there were no lectures that morning; but I could listen to some practice work in phonetics, if I wished. He then introduced me to one of the secretaries who was kind enough to take me to a group studying pronunciation under the masterful tutorship of Miss Lund. She had spent 25 years in France, and, although originally a Dane, had acquired a wonderful skill in the pronunciation of the French language. A small group consisting of a few students from the various countries of Europe, made up the class. Most of them had the peculiarity of their native speech, which had to be obliterated, changed, or at least modified, before they could acquire a good pronunciation of French. The nuances and the niceties of the French sounds were gone over many times very carefully. The classes were rather small, not more than six in every group, hence each student had an excellent opportunity to acquire a good pronunciation with so much individual practice. The recitations were all in French, as the students were quite advanced—mostly teachers of modern languages from the continent, England and the Scandinavian countries. A small book on French phonetics was used and the examples gone over many times by each student. Some of the books used were: Passy, *Sounds of the French Language*; French Phonetic Reader; *Lectures Phonétiques Françaises*; Nicholson, *French Phonetics*.

The period lasted one-half hour, so I had an opportunity to visit several interesting classes that morning, and among others I visited a class in Intonation by Mlle. Coustenoble. In this class, as the name indicated, most of the stress was laid on the intonation, or right pitch of the sentences and words. The books used in this class were: "Intonation Exercises," by Klinghart and Formestreau, and "French Fluency Exercises," by Palmer and Motte.

These were called practical classes in French. The groups of people studying were very much like our own summer school students. The University did not encourage visitors, however, unless they paid a matriculation fee of one pound.

The University is located close to the center of London, and thus the students had a fine chance to visit the art galleries close to Trafalgar Square, and the British Museum on Russell St., and hear lectures on art and other interesting topics. I went away with a feeling that I should like to go back and take some work at the summer school of the London University, where so much individual attention was given each student.

The following winter I stayed in and around Kristiania, and so while there I decided to visit some foreign language classes of the University of Norway. Through some of my friends I learned that Dr. E. W. Selmer was giving a course in Conversational German for advanced students, and so I started out to find Dr. Selmer's class, which was very large and enthusiastic; in fact, every seat in the room was occupied. Dr. Selmer's methods were much the same as I have seen used at the universities I have attended in the United States. The students were apt and serious-minded in their work. Everything went on in the German language, and

this being so close kin to the Norwegian, the students had attained a masterful pronunciation without much effort. The class met once a week for a 90-minute period.

The University of Kristiania is located on the main street of the city, Karl Johan, which extends from the harbor and the main railway station, and passes the quaint old building of the Storting or Parliament, to the King's Palace. Karl Johan is crowded every afternoon with pedestrians who are out for a promenade. On this street Henry Ibsen could be seen walking from his home on Drammen's Veien to Grand Café every afternoon. Here one can see the *élite* as well as the would-be *élite*, and others, every afternoon promenading up and down, and here the life of the Norwegians pulsates strongest.

Later I went to Copenhagen, and as I happened to be there at the opening of the Spring semester of the University, I decided to visit the foreign language department there, too. I found this University one of the easiest to get into of the universities I visited while in Europe. The buildings were fine, and located in the heart of Copenhagen. I received a catalogue of the lectures and classes given for the semester, from which I saw that Dr. Otto Jespersen was to give a course on the History of the English Language. I went into a classroom much like the classrooms of our own universities. Probably fifty students had enrolled for this subject who were eagerly and expectantly waiting for the lecturer to enter. At the first sound of the bell Dr. Jespersen, a gray-haired man in the sixties, rather thin and virile, entered. He gave a few preliminary remarks in Danish, then he started to outline his subject for the semester in English. He based this on his "Growth and Structure of the English Language," to which he referred the students for further study on this subject. He said the language shows us much of the national character—"as the language, so is the nation. The English language is masculine, and even the handwriting of the English women is like that of men in other countries. English is the language of grown-up men, and has little childish or feminine about it. The English language is a methodical, energetic, business-like and sober language, that does not care much for finery and elegance, but does care for logical consistency and is opposed to any attempt to narrow-in life by police regulations and strict rules, either of grammar or lexicon. As the language so is also the nation."

Dr. Jespersen gave the impression of a close student, a fine lecturer, and a man well-read in his field. His lecture was inspiring and interesting, and gave the young students much to ponder over, as well as acted as an incentive for further future study. Books suggested were: Humboldt, "The Philosophy of Language," and Jenisch, "The Relation of Fourteen Languages."

It was very interesting to be able to visit these classes in the various European Universities, and I only regret that I had not been able to take some work in each of them, so I could have learned the viewpoint of the students and studied the university life of those charming countries, with their old traditions and culture. If more of us could attend courses abroad it undoubtedly would help to take some conceit out of us about our "wonderful systems," and dispel the idea that we in the United States have a monopoly on education and all agencies pertaining thereto. Let us have an exchange of teachers, students, professors, and others, so we can get broader and more liberal views on educational matters; and this would help to dispel prejudices and other false notions we have of the foreigners in general, and of our own immigrants in particular.

McKinley Junior High School, Los Angeles.

OLAF HALVORSON.



## SPANISH EXPLORATORY UNITS

"Los Angeles is honestly trying to adjust education to the present day needs of children of junior high school age. We believe that these children need a more sympathetic, liberalizing program than the one-track schedule of the old elementary school, one that opens up the riches of life for them to gaze upon, to explore and to appropriate. Whatever has been tested anywhere and found best, we are anxious to try in a sincere desire to improve the educational, material and experience of our children."—Mrs. Susan M. Dorsey, City Superintendent, Los Angeles.

"If there is one factor more than others that should prevail in a school or school system, it should be the urge and opportunity to investigate, to diagnose, to discover, to create, to formulate new and improved ways and means to achieve results that correspond to the needs and spirit of the times. Every school should be a bee-hive of experimentation. Without this spirit present there is no growth."—R. G. Jones, City Superintendent, Cleveland, O.

It is in line with the trend of thought recently voiced by the two educators quoted above and consonant with the best professional opinion throughout the country that the Modern Language Department of Los Angeles herewith submits a contribution to the curriculum of the junior high school. Among specialists in modern languages there is no need of argument for introducing the standard foreign languages in the lower grades. Apart from the invaluable cultural contacts bound to be imparted by even a 'Ten Weeks' Exploratory Unit, actual instruction in the language itself at the earlier stage needs no defense; because foreign languages are primarily habit-forming studies and as such require longer preparation than do other subjects; hence, the sooner the induction, the better from every standpoint. With this in mind, the principal's office, in conjunction with the teachers of Spanish, at Hollenbeck Junior High School, for some time past has been engaged in experimenting with a suitable content course for this school level. The combined thought is here presented. The arrangement and disposition of the material is due largely to the pedagogical and administrative insight of Miss Mary Eva Feenan, Boy's Vice-principal, splendidly encouraged and supported at all times by the principal, Mr. B. W. Reed. The co-operation and helpfulness of the teachers, Mrs. Emma E. Brown, Mrs. Alice T. Bowers, Mrs. Anna Lloyd-Clark, in working over the language content and collating the bibliography, deserve the highest commendation. Inquiries or comment may be addressed the undersigned at the Department Office, 1240 South Main St., Los Angeles, Calif.

GEORGE W. H. SHIELD, *Acting Supervisor.*

## SUGGESTIONS FOR LANGUAGE UNITS

Where two modern foreign languages are offered in order to make a plan easy of operation and to save teacher-time, a schedule could be arranged as follows:

In the seven-period day, there is available in the A7 term five periods a week for Unit work. This provides two ten-week periods. Units in both languages, (French and Spanish) are planned in each ten weeks. The pupil may take the French Unit first, followed by the Spanish, or Spanish first, followed by the French.

During the B8 term the second units could be offered in French and Spanish, open only to those pupils selected in manner outlined below, and "programmed" according to first or second plan as outlined below.

This plan gives every pupil a "tryout" in both languages; provides real guidance for the choice of a second unit, and likewise, for the final choice of elective in the A8 term. At the beginning of the A8 term a definite choice of Language being made, intensive Language study would begin, which would carry High School credit, the two preliminary courses carrying Junior High School credits only.

**FIRST UNIT****10 Weeks, 5 Periods per Week****I. PURPOSE.**

- a. Primary: Culture, information, sympathetic understanding and appreciation of another country and its people; enjoyment.
- b. Secondary: Language training. (Trial for language-mindedness.)

NOTE: This unit of work is open to all pupils in the given grade where offered.

**II. CONTENT FIELD.**

- a. Some knowledge of Spain and Spanish culture, through its (1) History, (2) Literature, (3) Art, (4) Architecture, (5) Natural resources.
- b. Some acquaintance with other Spanish-speaking countries: Mexico, Central and South America, Philippines, Cuba, Puerto Rico.
  - 1. (1) Some contributions of theirs.
  - (2) Some commercial relationships to be considered.
  - (3) The Pan-American Union.
- c. California and Los Angeles as affected by Spanish conquest and culture.
- d. Spoken Spanish. (Simple vocabulary, limited to the commoner words and phrases,—such as names of things, persons, occupations, and greetings. See below for suggestive list.)

**SECOND UNIT****20 Weeks, 2 Periods per Week**

NOTE: This unit to be taken only by selected pupils who wish to continue the study of Spanish.

- 1. This second unit would supply the necessary link for language continuity between the first exposure and the time for election of the subject for High School Credit.
- 2. It would function as the Glee Clubs or Orchestras function for the child who wants more music, and who wants to acquire the technique that he may produce music. **This unit would begin language training.**
- 3. Pupils would be admitted to this unit only when they
  - a. successfully passed any standard language tests for admittance and had the teacher's approval;
  - b. have an IQ which indicates probability of success;
  - c. presented grades in English grammar and literature which warranted consideration for excellence;
- 4. Plans for the pupil's program.
  - a. Such a class could be arranged as an extra-curricular activity; meeting during the activity period two or three times a week.
  - b. A pupil chosen for membership on the basis of Language excellence could be excused from the regular English class twice a week to enroll in the Foreign Language Class, receiving credit for three hours' work in English and two in Foreign Language, making a total of five hours required in English or Language work.

**I. PURPOSE.**

- a. Primary: Language training and skill.
- b. Secondary: Cultural.

**II. CONTENT FIELD.**

- a. Language (Recognition of the parts of speech; the most elementary grammatical and syntactical relationships; pronunciation, intonation, dictation.)
- b. Readings, songs, plays, games, cross-word puzzles (rompecabezas).
- c. Elaboration of topics touched upon in Unit I.

The proposed content is sufficient in wealth of material to be the basis for both Unit One and Unit Two.

**Questions for Consideration:**

- 1. How did the Spanish people and language get to America?
- 2. What did these Spanish people bring with them as contributions?
- 3. Where are the results of their conquests and their contributions best seen?
- 4. Trace the influence and effect of same in California, and Los Angeles especially.
- 5. What are our interests, other than local, in Spain and Spanish America today?

**Development—Historic:**

- a. The story of Columbus.
- b. Brief accounts of other Spanish explorers.  
(Chart on map the areas of their influence.)
- c. The types of explorers. "Warriors" and "Priests."
- d. Their conquests and contributions.

**Interpretative.**

- A. Spain as a source of special culture, reflected in
  1. National characteristics. (Classes of society.)
  2. Modes of living.
    - a. Home life. Family relationships. Place of child in home. Education of child, training, etc.
    - b. City Life. (Illustrated in Madrid.) Housing conditions. Opportunities and places of amusements; education; industries and trades, types of workers.
    - c. Country Life. Life in a Spanish posada. The Spanish peasant; toilers in the field and the other workers. The festivals.
    - d. Industries. Fishing; mining; blast-furnaces (Bilbao); weaving (Barcelona); olive oil production and refining; lace-making; wineries.
    - e. Amusements. Jai-alai (Pelota); football (Rugby).
    - f. Education. Universities; secondary schools; national schools; private (church) schools; scientific institutions.
  3. Contributions through
    - a. Literature—Great books and writers.
    - b. Art. (Reflection of Spanish temperament, dramatic and religious.)
    - c. Music. Native folk-songs. Great artists and their work. The museums. The zarzuelas.
    - d. Dances. *La jota*; *el bolero*.
    - e. Architecture. The Spanish Gothic. The intermingling of Moorish and Christian art.
- B. Spain as a determining influence on
  1. Mexico:
    - a. Story of Cortez and Montezuma. The retreat of Cortez and the Spaniards. Stories of Maximilian, Juarez, Hidalgo the Patriot, Grito of Dolores, and others.
    - b. City Life. (Mexico City). The Cathedral of Guadalupe. The museum. The castle of Chapultepec. The theatre. The "Cine," hotels and restaurants.
    - c. Country Life. Methods of agriculture, mining, etc.
    - d. Aztec and Mexican Architecture.
    - e. Education. Notable projects now under way.
  2. South and Central American States, Philippines, Cuba, etc.  
Develop stories as outlined above. Important men, as Bolivar, San Martin, O'Higgins, Don Andres Bello, Ruben Dario, and other literary men.
  3. California and Los Angeles.  
Discovery, explorations, expeditions.  
Life in "pueblos" and "ranchos."  
The Spanish governors.  
The founding of the Missions.  
The work of Junipero Serra.  
The influence of the Missions.  
The civilization and christianization of Indians.  
The development of agriculture, irrigation.  
Arts and Crafts. (tiles, adobe, pottery).  
The Camino Real.  
Take up Los Angeles, San Gabriel, San Fernando, and other places of especial interest.  
The Mission Play, etc.
- C. Spain in her gift of a Language. Characteristics of the language; its origin; influence of various elements. [Note: Very elementary treatment.]

(Suggested content follows:)

### SALUDOS Y EXPRESIONES DE CORTESIA

Buenos días, señor. Buenas tardes,  
etc.  
¿Cómo está Vd?—  
Muy bien, gracias, ¿y Vd?  
Muy bien, para servir a Vd.  
Sin novedad.  
Yo no estoy muy bien,—regular.  
¡Hasta luego!  
¡Hasta otra vez!  
¡Hasta mañana!  
¡Adiós!  
Que lo pase Vd. muy bien.  
Dispénsame Vd.  
Con su permiso.  
Con mucho gusto.  
Muchas gracias.  
No hay de que.  
Hágame Vd. el favor.  
Tenga Vd. la bondad.  
Me alegro mucho.  
Lo siento mucho.

### SENTIMIENTOS CORPORALES

Tengo hambre.  
Tengo sed.  
Tengo frío.  
Tengo calor.  
Tengo sueño.  
Estoy fatigado.  
Estoy muy cansado.  
Déme un vaso de agua (leche); una  
taza de café, etc.)  
Como con apetito.

### ANOS DE EDAD

¿Cuántos años tiene Vd?  
Tengo catorce años.  
Mi hermano es mayor que yo.  
Mi primo es menor que yo.  
Mi abuelo es muy anciano.

### EL TIEMPO Y LA HORA

¿Qué tiempo hace?  
Hace buen (mal) tiempo.  
Hace calor (frío, viento).  
Va a llover. Llueve.  
El cielo está despejado.  
El cielo está nublado.  
Una noche de luna.  
Una puesta de sol.  
Amanece.  
Anochece.  
Es de día. Es de noche.  
Está oscuro. Sí, está oscureciendo.  
Está nevando. Nieva.  
Relámpago. Trueno. Relámpaguea.  
Truena.  
¿Cuántas horas tiene el día?  
Las partes del día son: la mañana,  
la tarde y la noche.  
¿Cuántas horas tiene el día?  
El día tiene 24 horas.  
¿Qué hora es?  
Es la una. Son las doce. Son las dos  
y media, etc.

¿Qué día es hoy?  
¿Qué fecha es hoy? ¿Qué día del  
mes es hoy?  
Hoy es el 5 de Octubre.  
¿En qué mes estamos?  
Estamos en el mes de Octubre.

### EN LA SALA DE CLASE

¿Cómo se llama Vd?  
Me llamo Carlos Pena, a sus órdenes.  
Voy a pasar lista a la clase.  
Ausente. Presente.  
¿Quién está ausente?  
¿Por qué llega Vd. tarde?  
¿Qué lección tenemos hoy?  
Levante Vd. la mano.  
Levántese Vd. Levántense Vds.  
Siéntese Vd. Siéntense Vds.  
Presten Vds. atención.  
Guarden silencio.  
¿Qué es esto?  
¿Qué significa eso?  
¿Qué quiere decir eso?  
¿Entiende o comprende Vd?  
¿Cómo se dice eso (book) en español?  
Abra la puerta (la ventana, el libro).  
Hable en voz alta. Hable más alto.  
Tomás, tenga Vd. la bondad de pa-  
sarme el libro.  
Póngase delante de la clase.  
Pronuncie Vd. con cuidado las pala-  
bras.  
Dígalo en español.  
Repita Vd. después de mí.  
Traiga Vd. la silla.  
Presten Vds. atención.  
Me gusta hablar español.  
Deseo aprender a hablar español.  
¿Habla Vd. español?  
Sí, señor; hablo español.

### LA CASA

¿Dónde vive Vd?  
Vivo en la calle Soto No. 40.  
¿Es grande su casa?  
Mi casa no es grande.  
¿Es grande su casa?  
Mi casa es bonita.  
¿Hay un jardín en su casa?  
No hay un jardín en mi casa.  
¿Cuántos cuartos tiene su casa?  
Mi casa tiene ocho cuartos.  
¿Dónde comen Vds?  
Comemos en el comedor.  
¿Cuántos dormitorios tiene su casa?  
¿Cuántos cocinas hay en su casa?  
¿Cuántos cuartos de baño.  
Vamos a comer.  
Vamos a almorzar.

### EN EL ALMACEN

¿Qué desea Vd?  
¿Cuánto vale la mantequilla?  
Déme una libra de mantequilla y dos  
de azúcar.  
Eso es muy caro.  
¿Cuánto le debo?  
No tengo dinero.

# PROFESSIONS, OCCUPATIONS, TRADES

(Profesiones, Ocupaciones, Oficios)

Mi padre es abogado.  
Mi tío es doctor.  
Mi hermana es enfermera.  
Mi madre es profesora.  
Mi primo es ingeniero.  
Mi amigo es comerciante.  
Mi abuelo es arquitecto.  
Mi padre es agricultor (o hacendado).  
¿Dónde compra Vd. la carne?  
Compro la carne en una carnicería.  
¿Quién vende carne en la carnicería?  
El carnicero vende carne en la carnicería.  
El carnicero vende carne de vaca, de cordero, de cerdo; pollos y pescado.  
¿Dónde compra Vd. el pan?  
Compro el pan la panadería.  
¿Quién vende pan?  
El panadero vende pan.  
¿Quién hace el pan?  
El panadero hace el pan.  
¿De qué se hace el pan?  
El pan se hace harina.  
¿Dónde compra Vd. zapatos?  
Compro zapatos en la zapatería.  
¿Quién hace los zapatos?  
El zapatero hace los zapatos.  
¿Dónde compra Vd. los sombreros?  
Compro los sombreros en la sombrería.  
¿Quién hace los sombreros?  
El sombrerero hace los sombreros.  
¿Quién hace las joyas?  
El joyero hace las joyas.  
¿Dónde vende las joyas el joyero?  
El joyero vende las joyas en la joyería.  
¿Quién hace los relojes?  
¿Quién arregla los relojes?  
¿Quién vende relojes?  
El relojero hace (arregla, vende) relojes.  
¿Qué compra Vd. en una tienda?  
En una tienda compro vestidos, sobretodos, géneros, camisas, corbatas, medias, pañuelos, etc.  
¿Qué compra Vd. en una tienda de comestibles?  
En una tienda de comestibles compro azúcar, sal, arroz, jabón, leche, queso, mantequilla, conservas, etc.

¿Qué hace el carpintero?  
El carpintero hace muebles.  
¿Quién prepara la comida?  
La cocinera prepara la comida.

## LOS DEPORTES

(Picnic, games, athletics)

Quiero jugar al *tennis*.  
Soy socio de un club de *tennis*.  
Me gusta mucho jugar al *tennis*.  
Jugamos una partida de balompié o *fut-bol*.  
Los jugadores son Pedro y Ernesto.  
En la primavera tenemos juegos atléticos.  
Estos juegos consisten en carreras de cien varas, doscientos, varas, carreras sobre vallas, salto largo, salto alto y salto de garrocha, etc.  
¿A dónde va Vd. en el verano?  
Voy a la costa o a las montañas.  
Me baño todos los días en el mar.  
¿Sabe Vd. nadar?  
Sé nadar como un pez.  
Por la tarde juego al *tennis* (al *golf*).  
Por la mañana monto a caballo.  
Me gusta mucho manejar el automóvil.  
Me gusta dar un paseo en bote.  
Yo sé remar muy bien.  
Tengo un campamento en las montañas.  
Me gusta hacer viajes a pie por las montañas.  
¿Le gusta a Vd. patinar?  
Voy al cine (al teatro) los domingos.  
Hoy voy al cine para ver "Don Quixote."  
(Me gusta Cervantes.)  
Voy a sacar los billetes.  
¿A qué hora empieza la función?  
Todas las localidades están ocupadas.  
¿Sabe Vd. bailar bailes españoles?  
Sí, señor, sé bailar la jota y el bolero; también sé bailar el tango argentino.  
¿Sabe Vd. cantar cantos españoles?  
Sí, señor; sé cantar "Las Golondrinas," "La Paloma," etc.  
Haremos un paseo campestre.  
¿A dónde irán Vds?  
Iremos a un parque.  
Almorzaremos en el parque.  
Cada uno llevará su almuerzo.  
Jugaremos muchos juegos.

THE REORGANIZATION OF SUBJECT MATTER.—Subject matter, when thought of in relation to the psychological needs of children, cannot be selected once for all. Selection, elimination, adaptation, should be going on always. With great ranges of capacity, ability and aptitude in our children still unexplored, we permit the school and the teacher to putter along with a narrow, medieval curriculum, unconscious of the possibilities lurking in modern subject matter handled in a modern fashion.

"He that travelleth into a country before he hath some entrance into the language, goeth to school and not to travel."—Bacon.



### Reference Books (Suggestive List)

- Allen—New Europe. South America.  
 Carpenter—Geographical Readers.  
 Charles Morris—Spanish and Spanish-American Historical Tales. J. B. Lippincott.  
 Franck—Four months afoot in Spain. (For Modern Spain).  
 Greene—With Spears of Gold. Story of the Cid.  
 Hall—Our Ancestors in Europe. (Moors in Spain).  
 Cather—Boyhood stories of famous men. (Murillo).  
 Stockton—Buccaneers and Pirates. (Stories of the Spanish Main).  
 Janvier—Legend of Mexico City.  
 McGroarty—History of California.  
 Lummis—Spanish Pioneers.  
 G. W. James—The Spanish Missions in the United States.  
 Willard—The History of Los Angeles.  
 Belton—Spanish Exploration in the Southwest.  
 Johnson—Pioneer Spaniards in North America.  
 McMurray—Pioneers on Land and Sea.  
 Bates—Spanish Highways and Byways.  
 Plummer—Stories of the Cid.  
 Nellie Vande—Spanish and Indian Names in California.  
 Wallace Thompson—The People of Mexico.  
 Bensusan—Home Life in Spain.  
 Hartley—Things Seen in Spain.  
 Bates, Katherine Lee—Spanish Highways and Byways. Macmillan.  
 Bell, Aubrey F. G.—The Magic of Spain. John Lane.  
 Ellis, Havelock—The Soul of Spain. Houghton, Mifflin.  
 Howells, Wm. Dean—Familiar Spanish Travels. Harper.  
 Plunket, Ierne L.—Isabel of Castile and the Making of the Spanish Nation. Putnam.  
 Shepherd, Wm. R.—Latin America. Holt.  
 Peixotto, Ernest C.—Our Hispanic Southwest. Scribner.  
 Winterburn, R. V.—The Spanish in the Southwest. A. B. Co.  
 Warshaw, J.—The New Latin America. T. Y. Crowell & Co.  
 Hume, Martin A. S.—The Spanish People. Appleton.  
 Ellis, Havelock—The Soul of Spain. Chapter VI. Houghton, Mifflin.

### Collateral Readings

- Browne—Peeps at Many Lands.  
 Penfield—Spanish Sketches.  
 M. M. George—Little Journeys.  
 McDonald—Josefa in Spain.  
 Bates—In Sunny Spain.  
 Irving—Tales from the Alhambra. (Adapted by Josephine Browner).  
 George—Little Journeys to Mexico and Central America.  
 Plummer—Roy and Ray in Mexico.  
 McDonald—Manuel in Mexico.  
 Butler—Our Little Mexican Cousin.  
 Godoy—When I Was a Girl in Mexico.  
 Butterworth—Zigzag Journeys. Don Quixote. The Cid.  
 Segovia, Gertrude—Spanish Fairy Book.  
 McGroarty's—Poems. El Camino Real. The Hills of Santa Cruz. The Bay of San Diego. The City of Angels.  
 Longfellow—En la Muerte de mi Padre.  
 Cervantes—Don Quijote for Young People. A. B. Co.  
 De Amicis, Edmondo—Spain of the Spaniards. Putnam.  
 Howells, Wm. Dean—Familiar Spanish Travels. Harper.  
 Andersen, Hans Christian—In Spain and a Visit to Portugal. Houghton, Mifflin.  
 Dangaix, W. J.—How Latin America Affects Our Daily Life. How We Affect Latin America's Daily Life. Both by Institute for Public Service, New York.  
 Geography of Spanish America.  
 Bowman, Isalah—South America. A Geography reader. Rand McNally.



### Articles in The National Geographic Magazine on Spain and Spanish America

- Chile—A Longitudinal Journey Through Chile, by Harriet Chalmers Adams. 6 illus. Vol. XLII, No. 3, Sept. 1922.
- Ecuador—Trail and Jungle in Ecuador, by H. E. Anthony. 28 illus. Vol. XL, No. 4. Oct., 1921.
- Guatemala, Nicaragua, Honduras, Costa Rica, etc. The Scattered Capitals of Central America, by H. J. Spinden. 31 illus., Vol. XXVI, No. 3, Sept., 1919.
- Excavations at Quirigua, Guatemala, by S. G. Morley. 23 illus. Vol. XXIV, No. 3. March, 1913.
- Mexico—The Luster of Ancient Mexico, by Wm. Prescott. 22 illus. Vol. XXX, No. 1. July, 1916.
- Yucatan—The home of a Forgotten Race, by E. H. Thompson. 43 illus. Scenes in Mexico. 30 illus. Vol. XXV, No. 6. Je., 1914.
- Adventuring Down the West Coast of Mexico, by Herbert Corey. 45 illus. Vol. XLII, No. 5. Nov., 1922.
- Peru—The Story of Machi Picchu, by Hiram Bingham. 60 illus. Vol. XXVII, No. 2, Feb. 1915.
- Further Explorations in the Land of the Incas, by Hiram Bingham, 47 illus., Vol. XXIX, No. 5, May, 1916.
- Spain—Romantic Spain, by C. U. Clark. 40 illus., Vol. XXI, No. 3, March, 1910.

### Articles on Spain and Portugal in Scribner's Magazine

— By Ernest Pelxotto —

- Portugal's Battle Abbeys and Coimbra. Vol. LVIII, No. 4. Oct., 1915.
- North Portugal and Its Romerias. Vol. LVIII, No. 5. November, 1915.
- A Hill-Town in Old Castile. Vol. LXVI, No. 3. September, 1919.
- An Adventure in Salamanca. Vol. LXX, No. 6. December, 1921.
- The Town of Pablo the Crafty (Segovia). Vol. LXXI, No. 2. February, 1922.

---

STUDY OF SPANISH BECOMING WORLD-WIDE.—Teaching the Spanish language has acquired an official character in many countries, and receives special attention in others. In 1921 more than 300,000 students were enrolled in Spanish courses in the United States. Many books in Spanish are exported from France and from Germany. Reports recently received by the Interior Department, Bureau of Education, show that a book in that language published in Paris may be sold in Lima, Peru, for 30 centavos, although a similar book imported from Spain would cost between 50 and 60 centavos.

The largest importers from Spain are Argentina, Cuba, and Mexico. Argentina imports 40 per cent of all its books from Spain, and its importation from France and the United States is about equal. The United States has recently made great strides as a publisher of Spanish books. Cuba's importation of books is 67 per cent from the United States and 24 per cent from Spain, but the number from Spain is tending to increase.

---

RECENT MARKED GROWTH OF COLUMBIAN LIBRARY.—The National Library of Bogota was founded in 1767 with a basis of about 4,000 volumes, practically all theological or text books, reports Samuel H. Piles, of the American Legation at Bogota. The following year it was made the nucleus of the Royal Library, and in 1823 it was opened in new quarters as the Biblioteca Nacional. At that time there were about 12,000 volumes. Its shelves now contain more than 100,000 bindings.

The main library is open to the public for reference, and a monthly review is issued to acquaint readers with the facilities of the institution. Books are loaned at a rental of 20 centavos a week.

A commission of three German educators employed by the Government of Colombia to make an exhaustive survey of educational conditions of that country, have arrived at Bogota and have taken up their duties.

## ASSOCIATION ACTIVITIES

### Excerpts from Minutes of the Modern Language Association of Southern California, Annual Institute Meeting, December 18, 1924

The French, German, and Spanish Sections of the Modern Language Association of Southern California convened in consecutive sessions on the morning of Thursday, December 18, 1924, in the Metropolitan College of the University of Southern California, Los Angeles.

The German Section was addressed by Dr. Diamond of the University of California at Los Angeles.

Professor Morel of the University of Southern California was the principal speaker of the French Section meeting.

Professor Barja of the University of California at Los Angeles spoke to the members of the Spanish Section.

The marked variety of subjects discussed by these able speakers made the morning sessions memorable to all who were privileged to be present.

At the conclusion of a short business meeting, the motion to extend the most sincere appreciation of the Modern Language Association of Southern California to the speakers of the morning was unanimously carried, whereupon the sessions adjourned to the Elite Café for luncheon and the remainder of the program.

Mr. B. C. Benner, president of the Association, presided at the luncheon, which began at the Elite at 1:30 p. m.

Mr. Benner spoke of the widespread sale of the attractive Spanish calendars, and recommended their purchase as Christmas gifts. Orders from almost every state in the union have been received. Canada and Mexico also sent in orders. He called the attention of the members of the association to the Language Tournament Awards, to be presented at Belmont High School, Jan. 17, 1925, and urged that as many as possible be present.

During the business meeting which followed immediately after the luncheon, Miss Geneva Johnson, of Fullerton, discussed the plans of the Spanish Section; Madame Nevraumont, Chairman of the French Section, reviewed the work of the year, and Dr. Diamond expressed the hope of the German Section, and the conviction of many members, in his remarks pertaining to the increased interest in the study of German in this country.

Mr. Benner then called upon Mr. C. Scott Williams to outline for the members of the Association the fundamental ideas expressed in the address of Doctor Miller, given at the classical meetings.

Mr. G. W. H. Shield, as State Regional Director, spoke of the work of the Modern Foreign Language Study, which is nation-wide, and especially of the signal distinction for Los Angeles and the State of California in the appointment of Mr. C. A. Wheeler as one of the three special investigators. Relative to this discussion the following resolution was submitted and adopted:

"Whereas, A nation-wide survey with a comprehensive examination into the present status of modern foreign language instruction in all its phases in every type of instruction, public and private, is being undertaken by the Modern Foreign Language Study (under the auspices of the American Council on Education, and with the co-operation of the United States Bureau of Education) from its Central Office in New York City, to the end that an unbiased appraisal of the values and a reasoned re-statement of the objectives of modern foreign language instruction in accord with present day needs and procedures be made; therefore be it,

Resolved, That the Modern Language Association of Southern California, in regular convention assembled, unanimously endorse the program of the Modern Foreign Language Study and hereby pledge its support and co-operation in the active furtherance of the said "Study" as outlined in its prospectus published in the October, 1924, number of "The Modern Language Journal;" and be it further

Resolved, That this action be spread upon the minutes of our Association, and that a copy hereof be sent to the Committee on Direction and Control, as a token of our professional interest, and of our encouragement to the men and

women who are giving unselfishly of their time, thought and energies for our common educational cause."

A resolution was passed instructing the Secretary to write a letter of good fellowship to Mr. C. A. Wheeler, telling him that in the annual meeting his name and work were spoken of in terms of the warmest affection and appreciation, and that the most cordial holiday greetings of the Association be conveyed to him.

Mr. Shield, as managing editor, continued with a discussion of business pertaining to the Association, notably among other questions the management of the "Modern Language Bulletin." Mr. Shield invited the participation of all in the contribution of general articles, items of local happenings, book reviews, etc., of significance to language teachers, and pointed out that our "Bulletin," now in its tenth consecutive year, is the only publication of its kind west of Chicago.

Mr. Breckheimer, treasurer of the Association, reported a comfortable balance on hand.

Mrs. Mary B. Dozier, Acting Chairman of the Nominations Committee, announced the result of the annual election as follows: President, Mr. George W. H. Shield; Vice-President, Mr. C. D. Chamberlin; Secretary, Miss Catherine Stewart; Treasurer, Mr. Samuel L. Blacker; Members at large, Miss Lella Watson, Miss Alice Lamb, Professor Riddle.

The business meeting was then adjourned, and Mr. Henry Niese, Consul of the Argentine Republic, gave a most vivid, instructive and inspirational talk on South America, which pictured the delights of travel augmented by a knowledge of the language of the country.

CATHERINE STEWART, *Secretary*.

### French Section

#### OFFICERS

President—Louise Nevraumont	- - -	Manual Arts High School, Los Angeles
Secretary—Cecile Adam	- - -	Le Conte Junior High School, Los Angeles
Treasurer—P. J. Breckheimer	- - -	Belmont High School, Los Angeles

The Institute program was preceded by a short business meeting, at which Miss Dunbar submitted a revision of the section's constitution. The new version was adopted upon vote.

Professor Jean Morel, visiting instructor from Belgium, delivered a brilliant discourse in a delightful manner on "La Vie universitaire a l'Université de Strasbourg."

Teachers were reminded of the splendid work done by means of the "Causeries," and were asked to maintain the established high standard in the present school year. Each of the schools so far rendering programs vied in excelling their previous records. The season's offerings include extensive and carefully executed programs given at Roosevelt High, Sentous Junior High, Manual Arts High and Hollenbeck Junior High, respectively under the guidance of Mrs. Gladys Henry, Mrs. Margaret McGiff, Mrs. Louise Nevraumont and Miss Mabel Gilbert. The programs usually include music, dialogue, short play, folk dance, with sometimes an address by a visiting native, or traveler just returned.

At the October meeting Professor Albert L. Guerard, of the University of California, Southern Branch, gave an illuminating address on "La Nouvelle Querelle des Anciens et des Modernes." A summary follows:

Depuis un quart de siècle, la lutte est âpre entre Classiques et Modernes. C'est l'ancienne querelle de Boileau et de Perrault qui recommence, ou plutôt qui continue. Nous n'insisterons guère sur les deux vieux aspects de la question: la littérature latine est-elle supérieure aux nouvelles littératures européennes?—l'étude du Latin offre-t-elle une discipline à laquelle on ne puisse rien substituer? Toutes les deux ont été résolues, respectueusement mais fermement, par la négative. La question du Latin en France est politique et sociale. Il s'agit de séparer par une barrière infranchissable l'enseignement primaire supérieur, que est démocratique, de l'enseignement secondaire, que est réservé à une élite. C'est pourquoi le retour au Latin obligatoire a fait partie au programme traditionaliste du Ministère Poincaré; et c'est pourquoi la liberté de ne pas étudier le Latin a été restaurée par le Ministère radical de M. Herriot. Unamuno, professeur de Grec, a défini les études classiques "des ongles de mandarin." En France, le Latin a été ravalé au niveau d'un "sibboleth bourgeois."

## German Section

### OFFICERS

President—C. E. Cave - - - - High School, Pasadena  
 Secretary-Treasurer—F. H. Reinsch - - - - University of California, S. B.

Because of the increasing interest in German instruction it was deemed opportune to revive the German Section of the Modern Language Association of Southern California. About one hundred teachers were present at the time and place announced for the meeting in the assembly hall of Metropolitan College. Dr. Arthur D. Bissell of Pomona College acted as chairman and Dr. F. H. Reinsch of the University of California, Southern Branch, as secretary. A program had been arranged consisting of an address by Professor Bissell on "Opportunities for German Instruction," and a paper by Professor William Diamond of S. B. U. C., on "Scientific German, Methods and Results."

Professor Bissell reviewed the present status of German instruction and outlined the methods which might be used to obtain recognition and encouragement. German has been re-instated in many of the high schools of the state, and is being taught in practically all the colleges and junior colleges in Southern California. The largest enrollment is found in the University of California, Southern Branch, where the German department has nearly three hundred students.

Professor Diamond, an abridgment of whose paper appears elsewhere in this number of the "Bulletin," discussed the question of German science reading from all points of view.

The section elected the following officers for the ensuing year: Chairman, C. E. Cave, of Pasadena; Secretary, F. H. Reinsch, of Los Angeles. Plans for the April meeting include both the practical and cultural phases of our work. Dr. Diamond has some interesting material pertaining to the re-instatement of German and will lead in a round-table discussion of this topic, and Mr. Squire Coop, head of the Music department, University of California, Southern Branch, has consented to give his address on Richard Wagner.

F. H. REINSCH, *Secretary*.

## The American Association of Teachers of Spanish

### LOS ANGELES CHAPTER

#### OFFICERS

President—Maro B. Jones - - - - Pomona College  
 Vice-President—Geneva Johnson - - - - Fullerton Junior College  
 Secretary—A. Morgan Silver - - - - Roosevelt High School, Los Angeles  
 Treasurer—Edna Hayward - - - - John Muir Junior High School, Pasadena

On December 18, 1924, the Spanish Section of the Modern Language Association of Southern California held its regular Institute meeting and program at the U. S. C. Metropolitan College. The speaker of the day was Dr. César Barja, of the University of California, Southern Branch, who presented a masterful address on "La Lfírica Gallega." He read several beautiful selections in the Galician dialect. The audience was very favorably impressed with the peculiar musical quality of this little-known poetry.

At a short business meeting immediately following, it was announced that forty-six Association medals had already been awarded, and the hope was expressed that forty-six more would be awarded this semester. The Committee on Education was instructed to take part in calling for an All-Southern California Contest. The two Committees on Program and Education were given *carte blanche* to arrange for a speaker and the program sometime before March.

The Committee Chairmen appointed by President Jones at the October meeting, are as follows: Education, C. Scott Williams, Hollywood High School; Program, Mrs. María López de Lowther, University of California, S. B.; Membership, Miss K. N. O'Neill, High School, Riverside.

We extend a warm welcome to the newly organized San Joaquin Chapter, with its headquarters at Fresno. Its constitution has been accepted by A. A. T. S. Mr. Guy B. Colburn, Fresno Teachers' College, is president, and Mrs. E. P. Eames, secretary-treasurer.

A. MORGAN SILVER, *Secretary*.

### Rules Regarding Affiliated Groups in the National Federation of Modern Language Teachers

1. Resolved, That efforts be made by the Executive Committee of the National Federation to form affiliated groups of Modern Language Teachers in cities and states in which no such associations exist at present, such groups to be considered as affiliated with the regional association in whose territory they are situated, and to receive each a charter signed by the officers of the National Federation.

2. That city groups shall be granted a subscription rate of \$1.75 to the "Modern Language Journal" upon furnishing a minimum of ten subscribers annually if paid through the secretary of the group.

3. That state associations be granted the same rate under the same conditions, except that they shall furnish a minimum of thirty-five subscribers.

4. That all groups, whether city or state, which furnish a minimum of two hundred subscribers, shall be granted a rate of \$1.50 under the same conditions, and affiliate membership without representation.

5. That all of the kinds of groups named above shall enjoy the further privilege of having notes concerning their programs or other events of interest to modern language teachers published in the "Modern Language Journal."

6. That representation on the Executive Committee of the National Federation shall be granted to affiliated associations on the basis of one committeeman for every three hundred subscriptions to the "Modern Language Journal" paid annually through the secretary of such association, except as provided for otherwise in the constitution of the National Federation.

C. H. HANDSCHIN, *Secretary*.

*Miami University, Oxford, Ohio.*

### The Hispanic Society of America

The Hispanic Society of America was founded in 1904.

The deed of foundation provides for the establishment in the city of New York of a public library and museum designed to be a link between the English-Spanish, and Portuguese-speaking peoples. It provides also for the advancement of the study of the Spanish and Portuguese languages, literature and history, for the study of the countries wherein Spanish and Portuguese are or have been spoken languages, and for the publication from time to time of works to further these ends.

The purpose of the Society was, not merely to form a library, but to give to students and others access to original documents and examples of Hispanic arts and to create a center for the dissemination of knowledge regarding Spain, Portugal and Latin America.

In furtherance of these aims a collection of paintings, manuscripts, maps and coins, and a library of about forty thousand books was placed in the charge of the Society in 1904. These varied collections have been increased and enriched from time to time, so that, for example, the library now contains no fewer than 100,000 volumes, forming the most notable Hispanic library in North America.

Though its home and headquarters are in America, the Hispanic Society is an international organization, its members, limited in number to one hundred, include specialists and scholars of all countries who have become distinguished in the Hispanic field. It includes also Corresponding Members, Honorary Associates and may include Honorary Patrons and Fellows.

An Advisory Board, numbering ten, is elected from the members by the Board of Trustees.

The Society has held several notable exhibitions, among them those of the works of Sorolla, Zuloaga, Cervantes, and Lope de Vega, as well as of collections of sculpture, photographs, prints, etc.

The headquarters of the Society are on Broadway at 155th Street, in a beautiful building of Indiana limestone, and designed to be fireproof. It contains a superb collection of priceless art and manuscripts. From the Librarian may be had free a catalog and price-list of texts on Hispanic art, literature, and illustrative materials, photographic reproductions, post-cards, etc., in Spanish and in English, suitable for one's own library, or as gifts.



## FIELD NOTES

(Items of department activities are solicited for this column. The fullest cooperation is desired. Each school should be represented regularly.)

The Long Beach Evening High School reports a recent presentation by the Mexican Community Players of "Partir a Tiempo." The program, arranged by Mrs. Honora Smith, gives in English a well written synopsis, so that any spectator could follow this sparkling comedy with understanding.

The Orange County Modern Language Council, unique in its conception and effective in its organization, at its regular meeting in Santa Ana, discussed plans and devices for Language Club work. A most profitable session is reported which lasted from four o'clock to half past six. Dinner and an social hour followed.

The Spanish Club of Roosevelt High in conjunction with Spanish professional entertainers are planning to make an annual event of staging one of the Spanish classics.

The virile interest taken in Spanish at San Pedro High is attested by the steady extension of the Spanish column in "Fore-N-Aft," the school weekly. Recent issues have been running original term papers. La Gaviota, the department club, is planning a cross-word puzzle contest, with the prospect of giving prizes. The Spanish dictionaries are being badly thumbed.

Le Cercle Francais of Gardena High concluded a recent meeting with merry games, vocabulary bee, and the showing of views.

Professor N. E. Ebel, recently of McPherson College, Kansas, has been installed as head of the Modern Language Department at Redlands University. Classes in Spanish and German are flourishing.

"The Jeffersonian" conducts a lively column for the hispanists at Jefferson High.

Pasadena High announces a Course in Technical German for the coming semester, largely to satisfy the demand of prospective university entrants. The California Institute of Technology also requires German for graduation in its more advanced courses. The Junior College at Pasadena resumed German some time ago.

The Modern Language Department at Belmont High publishes its activities in alternate weeks under the captions of "La Giralda" and "La Tour Eiffel" in the school paper.

The following evening schools in Los Angeles report large and enthusiastic classes in Spanish: Central, Elysian Heights, Hollywood, Jefferson, Lincoln, Manual Arts, McKinley, Polytechnic, Roosevelt, San Fernando, San Pedro and Van Nuys. French is in demand at Hollywood, Central, Polytechnic and Roosevelt. Italian is offered at Hollywood.

**ROMPECABEZAS ESPAÑOLES.**—One of the most enlivening activities that has arisen in Berendo Junior High School Spanish classes is the making of cross-word puzzles and their solving. Because of the elementary nature of Spanish in the lower grades the definitions and synonyms have been at first mainly English with the solution in Spanish. Now the puzzles are appearing with Spanish definitions as well.

The fact that the authors of the puzzles are our own class-mates makes them doubly interesting. A bit of additional credit given for a correctly solved *rompecabeza* done as outside work and without help from other students makes such diversion doubly profitable.

The number of "catchy" grammar points that can be reviewed is surprising. For instance, "and" before "I" or "hi"; the radicals, terminations, plurals, pronouns, contractions, etc., that are presented thus in a new light. What fun to struggle valiantly with vocabulary and dictionary over "to her" only to find it in the end our old grammatical friend, the indirect object pronoun "le"! Or how a pair of BS eyes sparkle to learn that "esa" is a real word meaning "that"!—Julia Baughman.

### A TOURNEY OF TONGUES

The second annual all-city tournament to determine the best French and Spanish students in the Los Angeles city high schools was conducted by the Modern Language Department of the City on January 10, 1925, beginning at ten o'clock, at the Sentous Junior High School.

The examination consisted of a vocabulary test for beginners, oral and written tests, and translations from and into English, and original composition.

Preliminary tests to select the students to take part in the tournament were held at the various high schools during the week preceding January 10. The French and Spanish students in first, second, third and fourth year courses were given the preliminary test, and the two best students in each course of each grade entered the all-city tournament at Sentous.

The awarding of the prizes was fittingly observed by an elaborate program, given in honor of the winners. Both student and professional talent enhanced an entertainment of a very superior order, and one long memorable to the hundreds of enthusiastic auditors and spectators, old and young, in attendance at the new and artistic Belmont High School Auditorium on the evening of January 17th. In addition to a representative selection of music, song, recitation and dances, typical of both France and Spain, the occasion was honored by the presence, as speakers, of Professor A. L. Guerard of the University of California, Southern Branch, and of Professor R. E. Schulz, of the University of Southern California. Respectively for French and for Spanish, they addressed themselves to their youthful hearers and their friends in words of charming salutation and encouragement to continue in after-school days to build upon the linguistic foundation already achieved, and to become interpreters of the culture and the better understanding of the civilizations they have come to know first-hand.

Appropriate tokens of remembrance were given to the winners of the first and second prizes, and certificates to those who received honorable mention in each of these five groups: 1, III and A9 Vocabulary Match; 2, Verb Match for Junior High School; 3, Verb Match for Senior High Schools; 4, Translations; 5, A-12 Original Compositions.

A wholly unexpected surprise was added by the Mexican Consul, Señor Don Rafael Aveleyra, who personally bestowed upon the winner in the Original Composition Group in Spanish, nine handsome volumes of ancient and modern authors, plus a substantial check. That this truly Latin act of recognition and the gracious manner of its performance was enthusiastically received, was shown by the applause that followed.

On the following Thursday, the Alliance Francaise, at its regular meeting in the Ebell Club, had its own celebration of the event. On that evening, its president, M. Lucien Brunswig, in the presence of a distinguished assemblage, awarded medals to the winners of the first and second prizes in French, and diplomas to those in the honorable-mention class.

Arrangements are pending for the distribution of the A. A. T. S. medals for the successful contestants in Spanish.

### The Linguistic Society of America

On the 28th of December, 1924, a group of about one hundred leading linguists representing the various fields of linguistic activity in the United States, met at Columbia University, New York, and organized a new national association, the name of which is "The Linguistic Society of America." This society will bring together the various linguistic groups in order to promote research in language problems in general, such as etymology, phonology, syntax, semantics, experimental phonetics, versification, etc.

The new society begins its existence with about 200 members, and hopes to add several hundred more. The society will publish a *Journal of Linguistics* that will be devoted to research in general linguistics.

The officers for the year 1925 are the following: President, Professor Hermann Collitz, Johns-Hopkins University; Vice-President, Professor Carl D. Buck, University of Chicago; Secretary-Treasurer, Professor Roland G. Kent, University of Pennsylvania; Executive Committee: Above officers and Professor Franz Boas, Columbia University; Professor O. F. Emerson, Western Reserve University; Professor E. H. Sturtevant, Yale University.

The Committee on Publications that will have charge of the launching of the new journal for linguistic research consists of the following: Professor G. M. Bolling, Ohio State University; Professor Aurelio M. Espinosa, Stanford University; Dr. Edward Sapir, Victoria Memorial Museum, Ottawa.

### "La Prensa" Prize Contest

LA PRENSA, leading Spanish daily newspaper of New York City, announces competitive prizes for excellence in Spanish studies. This highly commendable undertaking is endorsed by the AMERICAN ASSOCIATION OF TEACHERS OF SPANISH, and the utmost participation is solicited.

Of the five groups competing, the following two should interest students and teachers in High Schools: Group One comprises essays submitted by students in secondary schools (public and private), the total prizes amounting to \$1,325.00, divided as follows:

First prize, \$250.00; second prize, \$125.00; third prize, \$75; additional prizes: 12 at \$25 each; 15 at \$15 each; 35 at \$10 each.

Group Five is open to teachers in Spanish in Secondary Schools with a total prize allotment of \$500.00 as follows: First prize, \$250.00; second prize, \$150.00; third prize, \$100.00.

For detailed circulars, etc., address LA PRENSA, 245 Canal St., New York City, or M. L. A., S. C. Office, 1240 So. Main St., Los Angeles, Cal.

The titles of topics here reproduced are a challenge to any budding hispanist, and must be written in Spanish. Nobody whose native language is Spanish may compete in Group One.

Alert teachers will find a welcome stimulus in the suggested, but not prescribed, topics. Original compositions in Group Five may be submitted in English or in Spanish.

Manuscripts must be delivered on or before April 1st, 1925, to the Regional Committee.

Members of Fifth Region Committee: Professor G. W. Humphrey, University of Washington, Seattle; Mr. Guy H. Colburn, Fresno Teachers' College; Mrs. Phoebe M. Bogan, High School, Tucson, Arizona; Miss Lois Hartman, High School, Tacoma, Washington; Mr. C. S. Williams, Hollywood High School, Los Angeles, Cal.

TEMAS PARA EL CONCURSO, GRUPO I: 1, El Grupo Español de nuestra Escuela; 2, La Importancia Literaria del Español; 3, Los Pintores Españoles; 4, Por Que Estudio el Español; 5, Como se Pueden Cultivar las Buenas Relaciones entre la America Española y los Estados Unidos; 6, Colón y el Descubrimiento de America; 7, Pizarro, el Conquistador; 8, España Artística; 9, México, Vecino Nuestro; 10, Cervantes y Shakespeare; 11, San Martín el Libertador; 12, Cortés, Conquistador de México; 13, Los Aztecas; 14, Un Escritor Moderno de España; 15, La Novela Española que más me gusta; 16, Los Heroes de la Independencia Hispano-Americana; 17, Lo que me gustaría ver en España; 18, El Perú Histórico y de la Actualidad; 19, Los Españoles en el Sudoeste de los Estados Unidos; 20, Nombres Españoles en la Geografía de los Estados Unidos.

TOPICS FOR GROUP V.—The Place of Spanish in the Secondary School; Devices that Awaken and Hold the Interest of the Spanish Class; Methods of Determining Who Should Study Spanish in the Secondary School; The Use of Realia in the Spanish Class; Spanish as a Preparation for Latin; The Preparation of the Teacher of Spanish; How the Study of Spanish Contributes to the Education of the Secondary School Student; Aims and Ideals of the Teacher of Spanish; Methods and Devices in Teaching Spanish Reading; Methods and Devices in Teaching Spanish Composition; Methods and Devices in Teaching Spanish Grammar; The Spanish Club in the Secondary School; The Correlation of Spanish Studies in the High School with those of the College; Supervised Study in Spanish; Silent Reading in the Teaching of Spanish; The Use of Minimum Material in Spanish in Vocabulary, Idioms, and Grammar; Cultural Benefits Derived from Spanish Studies.

The Central Committee on Final Award consists of: Chairman, L. A. Wilkins, Director of Modern Languages, New York City; Professor Frank Calcott, Columbia University; Professor J. D. Fitz-Gerald, University of Illinois; Miss Alice Howe, Erasmus Hall, Brooklyn; Miss C. L. Haymaker, Adelphi College; Mrs. A. L. Simpson, High School, Yonkers, N. Y.; George W. H. Shield, Modern Language Department, Los Angeles City Schools.

## BOOK COMMENTARY

"A HISTORY OF FRENCH LITERATURE" by Kathleen T. Butler.

E. P. Dutton & Co., 2 vols., 496 and 395 pp., \$7.50.

These volumes by the Director of Studies in Modern and Medieval Languages at Girton College, Cambridge, deserve the serious attention of lovers of good books. Miss Butler interprets French literature by showing how it is related to historical events and the general movement of ideas. Her narrative is never obscure. Thus, in discussing Scholasticism or Sensibility, things that students do not always understand, she begins with a definition, and does not take as much knowledge for granted on the part of her readers as do French critics. Miss Butler's style is also brisk and entertaining, and her American readers will especially enjoy her quotations from such English specialists as Rudmose-Brown, Tilley, Bailey, and Madame Duclaux.

Miss Butler's most original work is the second volume of this history, describing French literature from 1800 to 1914. Here such contemporary writers as Pierre Hamp, Louis Hémon, Alain Fournier and Paul Valéry are discussed, as well as the poetess Valentine de Saint-Point, who is perhaps over-praised. However, the work of Count Gobineau, Jules Verne and Abel Hermant might also have been mentioned in a book for English readers. Nevertheless, this volume on modern French literature, which very properly does not depart widely from the views that are generally held by young French men-of-letters today, quite deserves independent publication.

A feature of Miss Butler's History is its Synoptic Chronological Tables, which show in three parallel columns the relation of French literature to other literatures, and to landmarks in history and culture from the 8th to the 20th century. The first printing of this book contains a score of small mistakes, but these have doubtless been already rectified. Some exception may be taken to Miss Butler's opinions, but she is very impartial. One feels that she would like to believe that the *pastourelle* was a poem of popular origin, yet she does not fail to state that the available evidence points today in the opposite direction. Miss Butler's full account of the XVIIIth century, and her chapter on Symbolism might be specially commended for their excellence.

WM. LEONARD SCHWARTZ,

Stanford University.

INTERMEDIATE FRENCH PROSE COMPOSITION AND CONVERSATION BUILDER,

By S. G. Patterson, Ph. D., Benj. H. Sanborn & Co., Chicago, 1924.

Cet ouvrage écrit en très-bon français et a été composé avec le plus grand soin. Il contient beaucoup d'expressions idiomatiques d'un usage fréquent en français; il serait excellent pour acquérir de l'aisance dans le parler et pour ajouter un bagage précieux aux connaissances littéraires de beaucoup de professeurs et d'élèves précoces. Cependant mon opinion est qu'il ne saurait convenir aux élèves des écoles supérieures, même dans la classe la plus avancée. Il comprend des idiotismes qui, bien qu'employés journellement par la population native, sont loin d'être connus de tout le monde, et beaucoup des exercices y contenus seraient difficiles à faire même pour de jeunes Français ayant acquis une bonne connaissance de leur langue par plusieurs années d'études.

Ce livre contient aussi des sujets trop techniques, qui ne sauraient convenir qu'à ceux qui se spécialiseraient plus tard dans une branche artistique, scientifique ou commerciale.

Il vaut mieux s'en tenir, selon moi, au langage littéraire avec un léger mélange de quelques-uns des gallicismes les plus usités, tel que cela se pratique maintenant, que de surcharger la mémoire des élèves de phrases qu'ils ne pourraient d'ailleurs jamais retenir. Le premier soin doit être de leur inculquer une connaissance solide littéraire, qui doit former la base de leur instruction, et ce n'est que plus tard, après leur temps d'école, qu'ils auront avantage, s'ils le désirent, à étendre leur connaissance de la langue. Cette acquisition ne saurait, du reste, se faire que lentement et ne pourrait être utile qu'à ceux vivant au milieu de la population française.

MARTIN DE SHAZO,

Hollywood High School.

"FRENCH LITERATURE DURING THE LAST HALF CENTURY," by *Cunliffe and De Bacourt*, iv, 407 pages. Macmillan Company, New York, 1923

The authors of this textbook intended to choose from the early half of the period discussed only those men whose work has been shown by the test of time to be of first-rate importance. They intended to choose from the second half of this period those authors who represented prevailing currents and tendencies of literary interest and who now give promise for the future. This has been done and done well.

A splendid chapter is given to each of the twelve authors studied. These chapters are not so long as to be encyclopaedic, nor so short as to be mere recitals of date of birth, marriage, principal works and death. In fact they give a résumé that may be read with profit by either student or instructor.

The bibliographies occurring at the end of each chapter are sufficient for all practical purposes of classroom recitation or outside assignments. They contain not only the list of published works of the author, but also some translations and various critical pamphlets and books on the author himself.

The last four chapters are devoted to a discussion of the Symbolistic Movement, Contemporary Poetry, Contemporary Drama and the New Novel. This discussion is handled in an adept, interesting manner, and is well worth the time spent in reading it.

*Franklin High School.*

D. R. BROTHERS,

### Spanish

**The Elements of Spanish—Warshaw and Bonilla.** Scott, Foresman & Co. A beautiful book in which many valuable modalities are employed. The introduction stresses pronunciation and makes use of phonetic transcription. Rather complete as an elementary grammar.

**Practical Spanish Grammar for Beginners—Manfred.** Charles Scribner's Sons. This carefully worked-over book stresses the direct method. It contains a good many pictures with objects numbered and named. It is fully as much a practice book as an elementary grammar.

**Elementary Spanish Conversation and Composition—Espinosa.** Allyn & Bacon. A very attractive book with a large number of fine pictures. It contains about 80 pages of text. Maps are printed of Spain, South America, and Mexico. Practical, every-day interests and travel material are carefully and interestingly presented.

**Piececitas Españolas Fáciles—Henry.** Allyn & Bacon. This book is a revision and enlargement of the author's popular "Easy Spanish Plays." It contains five new selections.

**Short Stories by Antonio de Trueba—Van Horne.** Benj. H. Sanborn & Co. A fine book with interesting illustrations. It contains five stories.

**El Conde Lucanor,** edited by Ray & Bahret, with brief and interesting exercises. This modernized edition of the famous classic should meet with considerable favor.

**Leyendas Españolas—Sánchez Pérez.** Allyn & Bacon. Twenty famous legends are presented in an interesting way, although with insufficient artistry. A certain lack of feeling is evident, especially in the conclusion of the stories. The text is supplied with questions and other exercises by the editor, Fannie Malone.

### French

**Beginners French—Holzwarth & Price** in collaboration with J. Squair. D. C. Heath & Co. A very practical and interesting beginners' book with numerous illustrations. It represents much of the best in present-day modern language instruction. The material is exceptionally abundant, but lively and well-presented.

**First French Book—Greenberg.** Chas. E. Merrill Co. A brief and attractive book with numerous interesting illustrations. Well adapted to junior and also senior high school needs.

**Pas á Pas, A French Reader for Beginners—McGill and de Lautreppe.** Chas. E. Merrill Co. A pleasing little story book with simple and valuable exercises.



**Le Français par la Lecture—Fougeray.** Iroquois Pub. Co. Premier & Deuxième Livre. Two interesting collections of short stories with lively exercises on the text.

**Histoire de France—(Cours Moyen)—Lavis.** D. C. Heath & Co. A most interesting as well as simple course in French history adapted to the requirements of second or third year high school students. A beautiful book with abundant illustrations.

**La France et les Français—Pargment.** Macmillan. A very interesting and attractive book with many illustrations. The topics have been very wisely chosen.

**Le Paris D'Aujourd'hui—Schoell.** Henry Holt & Co. Gustave Lanson compliments the author on his success in presenting the regional literature of France. The book consists of selections from the work of various authors with careful editing.

**Favorite French Poems—Hunkins.** Henry Holt & Co. This is a delightful and wisely made collection of short poems such as every third or fourth year high school student of French should own and prize.

**Contes Gais—de Sauzé.** J. C. Winston Co. A short collection of lively little stories with exercises.

**Un Jeune Homme Presse—Lehman.** H. Holt & Co. A very amusing farce of 33 pages.

**La Grammaire and Le Baron de Fourchevif—By Labiche.** Editor, H. S. Piatt. Ginn & Co. 50 and 58 pages of delightful comedy.

**Stories by Contemporary French Novelists—Bowler.** Ginn & Co. Nine authors are represented in this 113 page collection. Questions on the text follow the notes.

B. C. BENNER.

*Lincoln High School.*

More than one-third of the 1,844 students at the Universidad del Sureste, Merida, Yucatan, are in the normal school, according to a report of H. C. Vogenitz, vice-consul in charge, at Progreso, Mexico. More than one-ninth (227) were enrolled in literature, 194 in arts and sciences, and only 9 in chemistry.

Training for foreign service of Government and business was offered in 1923-24 in 34 states and the District of Columbia, according to information just issued by the United States Department of the Interior, Bureau of Education. More than 12,000 students were enrolled in the foreign service training subjects in colleges and universities of those states.

"A true linguistic method is essentially a systematic Art. But Art can never in itself be natural; it is inspired by nature. To become Art, nature must be recast in the mould of human concept."



Our service to you  
is measured by  
your reliance  
on us

## Boynton Teachers' Agency

E. C. BOYNTON, Proprietor  
Licensed by City and State

Est. 1888 by C. C. Boynton  
Member National Association of Teachers' Agencies  
Member Calif. Association of Teachers' Agencies

517 Brockman Building,  
LOS ANGELES, CAL.

## NEW WORDS IN CALIFORNIA

In Michel Bréal's *Essai de sémantique* (fifth edition, Paris, Hachette, 1921), there is a chapter on "irradiation" in which the author mentions the fact that some word endings have come rather accidentally to denote certain ideas, and their use has then become more or less general. Thus, he holds that the fact that the Latin verbs, *adolesco*, *floresco*, *senesco*, etc., denoted a slow, progressive action, led to the use of the verbal ending *-sco* in a series of verbs with inchoative meaning, although *-sco* in itself never meant any thing of the sort.

Similarly the Latin words *patraster* and *filiaster* came to have a depreciative meaning, and the ending *-aster*, or its derivatives, assumed the force of a depreciative suffix. Thus in French one finds *marâtre*, *bellâtre*, *douceâtre*, etc.

There are today in California several interesting examples of "irradiation." Every one knows by this time that a cafeteria is a "help-yourself" restaurant. Apparently in the popular mind the ending *-teria* or *-eteria* has come to indicate just such a process. I have noticed recently in California the following names on signs: "grocerteria," a place where groceries and temptingly displayed on tables and counters, and one helps himself to those he wants, and pays for them as he passes out; "marketeria," a self-help market; "shaveteria," a place where all the things that are needed for shaving, such as razors, sterilized brushes, hot water, small cakes of soap, towels, etc., are placed within easy reach, and one helps himself and pays for the privilege; "cleaneteria," a place where hot water, soap, cleaning fluids, brushes, towels, etc., are within easy reach and one can enter and clean one's own clothes; "shoeteria," a place where one may examine the stock of shoes and select a pair to his liking; "fruiteria," "chocolateria" and "basketeria," places where fruits, chocolates and baskets, respectively, are for sale; and "healtheteria," presumably a place where one may help himself to good health.

Another series of new words,—or, at any rate, they are new to me—has made use of the good old ending *-ery* of grocery, bakery, etc., thus: "cakery," "doughnutery," "beanery," "lunchery," "bootery," and "car washery." In the places you may buy cakes, doughnuts, beans, food for lunches, boots, etc., or you may have your car washed.

The syllables *-atorium* of sanatorium appear in "healthatorium," and in "restatorium." I have not yet found in California a "pantatorium," a place where masculine garments are cleaned and pressed, but there are some in Colorado and I suspect that the name is used here too.

This process of "irradiation" seems in most cases perfectly legitimate, as it is one of analogy. The word cafeteria is now well established. I believe I should prefer "self-help market" to "marketeria," but what else would one call a "shaveteria"?—a "self-shaving establishment" or a "place where one may shave himself"?

Some of these new words will doubtless pass out of use, but others will stick. In California there is a notable lack of servants and self-help is common. To meet this need, institutions such as cafeterias have come into existence. But no diner really likes to walk across a room with a large tray in his hands, and sooner or later the custom will probably fall into disuse. When it does, the name cafeteria will disappear too or will take on a new meaning.

University of California.

E. C. HILLS.

## THE MODERN HUMANITIES RESEARCH ASSOCIATION

The Modern Humanities Research Association, a British organization which has become international in its membership and activities, is performing an especial service to scholarship within its field not only as a clearing house for information but particularly through its publications—the Annual Bibliography of English Language and Literature, the Modern Language Review, and its series of special monographs.

Professors and graduate students of English language and literature will be particularly interested in the Annual Bibliography which is an exhaustive statement of all books and magazine articles pertaining to English language and literature published in any country during the year current. As a means for discovering the latest works on any subject, such a Bibliography is indispensable; and the thoroughness with which it has been prepared from year to year by Miss Paues of Newnham College, Cambridge, and Professor Northup of Cornell, and their collaborators, renders it a check-list conspicuous for accuracy and completeness.

The Modern Language Review and the special series of monographs afford opportunity for the publication of contributions to scholarship—opportunity much prized in this era of congested scholarly publications and of high cost of printing. In short, the service rendered by this Association to research students is noteworthy.

Membership is open to all teachers and graduate-students in the modern field. The membership dues are \$2.00 per year (\$1.50 to applicants who are already members of the Modern Language Association of America). To those who join the Modern Humanities Research Association there are special prices for its publications; namely, for the Modern Language Review, \$3.75; for the current issue of the Bibliography, \$0.80; and for the complete set of Bibliographies to date, four volumes, \$1.60. Applications for membership and subscriptions should be addressed to the Sub-Secretary for America, Professor Arthur H. Nason, Box 84, University Heights, New York City. Checks should be made payable to the Modern Humanities Research Association.

**AMERICAN EQUIPMENT DESIRED FOR MEXICAN SCHOOL.**—An industrial school is planned for Mexicali, Lower California. Courses for boys include industrial chemistry, book-binding and printing, plumbing and metal working, furniture making, carriage building, shoemaking, saddlery, and the manufacture of soaps and perfumes; for girls courses will be given in domestic science, confectionery, shorthand and typewriting, dressmaking, and kindred subjects.

H. C. Von Stowe, American consul at Mexicali, reports that plans for the building, at an expenditure of 400,000 pesos (equivalent to about \$192,000), have been tentatively approved by the local government. All materials used in the construction and equipment of the building will be purchased in the United States, and correspondence with American dealers is invited. Letters should be addressed to "Ing. J. U. Acosta, Palacio del Gobierno, Mexicali, B. C., Mexico."

**RECOGNITION OF WORK OF PUBLIC INSTRUCTION IN SPAIN.**—A new building to house the Ministry of Public Instruction of Spain was authorized by a decree of King Alfonso dated October 31, 1924. The estimated cost will be 3,890,999 pesetas, of which 1,000,000 pesetas will be applied to the budget for the fiscal year 1924-25, and the same amount to the budgets for 1925-26 and 1926-27, respectively; the remainder, 890,999 pesetas, will be applied to the fiscal year 1927-28.

"If the people of other lands are unwilling to become subject to you, improve your culture, perfect your institutions, and thus win their hearts and judgment."—Confucius.

Iceland has been so isolated—from choice of the people—that records 1,400 years old can be read and understood readily by the present-day Icelanders. Through isolation and lack of association the native tongue has been handed down with very few changes.

The Czech language has been established as the State language of Czechoslovakia, and as such must be taught in secondary schools and all training colleges for teachers throughout the Republic. Languages of the minority peoples in the country may be taught either as required or as elective subjects.

## The Two Newest Textbooks

### CONTES GAIS

Edited by **E. B. DE SAUZE, PH. D.**, Director of Foreign Languages, Cleveland Public Schools. Head of the Department of Romance Languages, Cleveland School of Education.

A collection of short stories with a smile and an amusing surprise in each one. They are the basis of effective language instruction. At the end of each chapter are numerous questions which provide oral drill, exercises for a thorough review of grammar, of pronunciation, and a group of sentences in English for translation. **CONTES GAIS** is for pupils who are beginning to read. It is published in most attractive form. List price—eighty-eight cents.

### UN SERVILLON Y UN LIBERALITO

By **FERNAN CABALLERO**. Edited by **NINA LEE WEISINGER, A. M.**, Adjunct Professor of Romance Languages, University of Texas.

Students should make the acquaintance of the author, for she is important as the inspiration of the rebirth of the Spanish novel. This story portrays those extreme contrasts of national character in the Spanish people which Cervantes exaggerated in *Don Quixote*. **UN SERVILON Y UN LIBERALITO** is for the use of the advanced second or third year in high schools or in the second year of college work. List price—one dollar.

Samples Upon Request

## THE JOHN C. WINSTON COMPANY

623-633 S. Wabash Avenue  
CHICAGO

1006-1016 Arch Street  
PHILADELPHIA

## THE GREGG MODERN LANGUAGE SERIES

(French—Spanish—German)

### For Idioms and Everyday Business Vocabulary

- La Correspondence Elémentaire.** By **D'Arlon and Gieley**. A series of business letters in French. ....\$0.88
- Cuba y los Cubanos.** By **Mapes and de Velasco**. Replete with genuine idioms—the kind used every day in all Spanish-American countries. ....\$1.00
- González, Smith y Compañía.** By **Mercado and Costa**. The story of the organization of a business house by two young men, one a South American and the other a North American. ....\$0.52
- Negocios con la América Española.** By **Harrison**. Deals with the subject of import and export trade with important Spanish speaking countries. ....\$0.88
- Manual de Correspondencia Comercial.** By **Mercado**. Business letters, correct in form and idiom, typical of usage among business men in Spain and Spanish America. Gives splendid command of idiomatic business Spanish. ....\$0.88
- Las Tres Américas.** (Galeno Natural Method, Book III.) By **Galeno**. A general Spanish reader. ....\$1.50

### Conversational Spanish

- Galeno Natural Method, Book I. By **Galeno** .....\$1.80
- Galeno Natural Method, Book II. By **Galeno** .....\$2.00
- Galeno Natural Method, Book III. (Las Tres Américas) By **Galeno** .....\$1.50

### Gregg Shorthand in Spanish, French and German

- La Taquigrafía Gregg.** By **John Robert Gregg**. ....\$1.50
- La Sténographie Gregg.** By **Dr. E. W. Farmer**. ....\$1.50
- German Adaption of Gregg Shorthand.** By **S. V. Greenberg** .....\$1.50

### Language Charts

- Galeno Natural Method Charts, for use with any language. ....\$12.00 net.

## THE GREGG PUBLISHING COMPANY

New York

Chicago

Boston

San Francisco

London

Mention MODERN LANGUAGE BULLETIN when answering advertisements

## **MANFRED'S PRACTICAL SPANISH GRAMMAR FOR BEGINNERS**

A direct method text that embodies all that is best of this popular method. Now being used with unusual success in Oakland, Seattle, and many other large cities. A book which invites careful investigation and consideration.

### **Barker's Effective French for Beginners**

A new direct method text of unusual interest.

### **Herreros' La Independencia (Geddes) . . . . . \$1.00**

A new school edition, splendidly edited.

### **Labiche and Delacour: Les Petits Oiseaux, 0.88**

New Edition with notes and direct method exercises, edited by Dr. James Geddes.

Write for the Scribner catalogue showing other important Scribner texts for French and Spanish classes.

## **CHARLES SCRIBNER'S SONS**

165 Post Street - - - - San Francisco, Cal.

## **PHONOGRAPH RECORDS for Modern Language Departments**

Complete recordings for all lessons in D. C. Heath & Co.'s, Fraser and Squair French Texts, Hills and Ford Spanish Texts, Holzwarth & Price "Beginners' French." Price, including album, twenty-five dollars.

New this year, set of three records, "French Literary Selections" rendering thirteen selections, prose and poetry. Price, five dollars.

Set of 5 records, "Sounds of French," containing 34 exercises on pronunciation of French vowels and consonants. Price, twelve dollars.

All records recorded by native professors. Records may be used on any phonograph.

"Lingua Populi Romani," set of five Latin records by Professor Shirley H. Weber of Princeton University. Price, ten dollars.

## **STUDENT EDUCATIONAL RECORDS, INC.**

Lakewood, N. J.

Mention MODERN LANGUAGE BULLETIN when answering advertisements



## Heath's Modern Language Series

---

# HILLS AND FORD *First* *Spanish Course*

was adopted for six years' exclusive use by the State of Oregon this fall. Point by point it bested its rivals as an all-around beginners' text.

Every teacher is invited to examine this book critically and to write for a copy at once.

Representative cities in California where this book is being used in public schools:

Alameda, Bakersfield, Berkeley, Fresno, Glendale, Long Beach, Oakland, Redlands, Sacramento, Santa Barbara, Santa Cruz, San Francisco, Stockton, Whittier.

---

## REALIA!

The handiest store-house of encyclopedic lore:

Heath's PEQUENO LAROUSSE ILUSTRADO. Has all definitions in Spanish and is profusely illustrated.

Its Companion Volume:

Heath's PETIT LAROUSSE ILLUSTRE.

These should be in the library of every wide-a-woke teacher and student (even of secondary schools).

NO SCHOOL LIBRARY IS COMPLETE WITHOUT THESE AIDS.

---

## D. C. Heath and Company

BOSTON

NEW YORK

CHICAGO

LONDON

---

182 Second St., San Francisco

Mention MODERN LANGUAGE BULLETIN when answering advertisements